

The Seeds of Cuisine: An Overview

Course Summary

The Seeds of Cuisine is a five-week to semester-long program rooted in experiential learning. Through integrating Language Arts and Science into cooking and gardening, the course supports students in meeting their academic goals by offering credit recovery, practical skills, and community engagement. The course culminates in a student-led “Farmers Market.”

Information and Results from our pilot program at Madison High School, Portland, Oregon, Summer 2012

Community Partners in Education & Civic Engagement

The Oregon Food Bank, Cooking Matters Program

Portland Farmers Market: Lloyd Center

Kruger Farms

Oregon Culinary Institute

PPS Nutrition Services

Urban Farm Collective: Janette Kaden

Fred Meyer

Quick Facts

- 75% of students who participated in The Seeds of Cuisine course received free or reduced school lunch
- 83% of participating students had failed at least one or more core classes during the prior academic year
- The average GPA of participating students (at the end of their freshman year) was 1.86
- 100% of all participating students completed a Narrative Essay
- The course’s culminating project, a student led farmers market, was the first of its kind to occur in Portland Public Schools. The market featured produce from Madison High School’s garden that was cultivated by students during the course, as well as scratch foods-fresh salsa and pesto-prepared and packaged for sale by students.
- 100% of all participating students completed a formal Lab Report and Field Guide Project allowing many to recover credit in Biology

Subject	Daily Agenda	Learning Targets/Standards
LA+ Kitchen	<ul style="list-style-type: none"> -Tent name tags-favorite fruit -Information cards -Human Treasure Hunts -Q & A policy and procedure -Log logistics -Cooking Matters: Knife safety, quesadillas, cooked vs. fresh salsa -Read "Letter to an eater and a cook from an eater to a cook" -Begin your response letter 	<ul style="list-style-type: none"> - Determine meanings of words using contextual and structural clues and through the use of definition, inference, example, restatement, or contrast. (9.3.1) (9.3.6.)
BIO+ Garden	<ul style="list-style-type: none"> -Add to name tags-favorite vegetable -Garden norms -In Garden: 10 things you should know about me (read and compose) -KWL chart plants & gardening -Garden Sensory Observations -Introduction of Inquiry Lab: What is an experiment? What are the components of an Inquiry Lab -Lab Topic: Germination -Title and hypothesis examples 	<ul style="list-style-type: none"> -Actively solicit another person's comment or opinion. (9.16.2) -Offer one's own opinion assertively without dominating (9.16.3) -10.WHST.7Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA+ Kitchen	<ul style="list-style-type: none"> -Review to Black Bean Quesadilla recipe: Identify verbs and begin cumulative list of culinary verbs -4 Square: The art of listening and presenting -Cooking Matters: Fruits, vegetables and healthy dips & chili (veggie and meat) smoothies -Complete cook/eater letters 	<ul style="list-style-type: none"> - Determine meanings of words using contextual and structural clues and through the use of definition, inference, example, restatement, or contrast. (9.3.1) (9.3.6.)
BIO + Garden	<ul style="list-style-type: none"> -Review elements of an experiment -Practice germination lab Tool orientation + garden projects -Begin bean germination lab (determine class experiment, title, hypothesis, independent variable, dependent variable) 	<ul style="list-style-type: none"> -H.3S.1 Based on observations and science principles, formulate a question or hypothesis that can be investigated through the collection and analysis of relevant information. -H.3S.2 Design and conduct a controlled experiment, field study, or other investigation to make systematic observations about the natural world, including the collection of sufficient and appropriate data. -H.3S.3 Analyze data and identify uncertainties. Draw a valid conclusion, explain how it is supported by the evidence, and communicate the findings of a scientific investigation.
LA + Kitchen	<ul style="list-style-type: none"> -Golden Lines from eater/cook letters -Culinary verbs from chili and smoothie recipes -Recipe Poem: Define abstract and concrete -Generate topics -Review example poems -Cooking Matters: Whole grains and breakfast options -Germination Observation #1 -Work on recipe poem 	<ul style="list-style-type: none"> - Determine meanings of words using contextual and structural clues and through the use of definition, inference, example, restatement, or contrast. (9.3.1) (9.3.6.)
BIO +	<ul style="list-style-type: none"> -Review field trip protocol and Farmers Market 	<ul style="list-style-type: none"> -Initiate new topics in addition to responding to adult-initiated topics.

Garden	<ul style="list-style-type: none"> expectations -Germination Observation #2 -Food System Pictograph (terms, reading, discussion) -Travel to Lloyd Center Farmers Market -Scavenger Hunt (meeting local food producers, analysis of market food system) -Continued Food System terminology -Return to school 	<ul style="list-style-type: none"> (9.15.4) -Actively solicit another person's comment or opinion. (9.16.2)
LA + Garden	<ul style="list-style-type: none"> -Writer's Workshop: Rough draft recipe poem - WW Norms -Review margin notes strategies -Read "The Gifts I Forgot, but the Meal" -Cooking Matters: Lean cooking techniques with corn-flake chicken and roasted potato wedges -Continued reading -Germination Observation #3 	<ul style="list-style-type: none"> -Determine meanings of words using contextual and structural clues and through the use of definition, inference, example, restatement, or contrast. (9.3.1) (9.3.6.)
BIO + Garden	<ul style="list-style-type: none"> -Brainstorm: Our farmers market, marketing and market layout committees -Germination Lab: Framing the investigation; Designing an investigation; Drawing of experimental setup; Collecting and presenting data -Garden projects: worm bins, compost lasagna, plant seeds & start for market, weed beds, harvest garlic -Revisit Food Systems: Making predictions and comparisons Farmers Market vs. Fred Meyer food systems 	<ul style="list-style-type: none"> -Determine meanings of words using contextual and structural clues and through the use of definition, inference, example, restatement, or contrast. (9.3.1) (9.3.6.)
LA + Garden	<ul style="list-style-type: none"> -Pair-share rough draft of recipe poem -Partner-picked Golden Line -“The Gifts I Forgot...” comprehension and analysis questions -Minilesson: Metaphors -Cooking Matters: Field trip to Fred Meyer: Comparison shopping & label reading Begin Bittman's "Is Junk Food Really Cheaper?" finish for homework 	<ul style="list-style-type: none"> -Describe the function and effect upon a literary work of common literary devices, such as imagery, use of dialogue (including dialect), foreshadowing, flashbacks, allusion, figurative language, such as metaphor, simile, and personification. (9.10.1) -Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, and sound patterns (e.g., rhythm, repetition, rhyme, alliteration, onomatopoeia). (9.10.10)
BIO + Garden	<ul style="list-style-type: none"> -Debrief FM field trip -Germination Info: Define, seed part and germination paragraphs -Garden Projects -Begin Field Guide Project: Intro. Project, tour garden, choose plant and begin research on plant(Latin name, common name, plant family, medicinal/other use, place in garden ecosystem 	<ul style="list-style-type: none"> -H.2L.2 Explain how ecosystems change in response to disturbances and interactions. Analyze the relationships among biotic and abiotic factors in ecosystems. -Draw evidence from informational texts to support analysis, reflection, and research.
LA + Garden	<ul style="list-style-type: none"> -Return recipe poem rough drafts -Finish Bittman RWS and discuss -Memorable food stories: Aaron Sanchez -Final Cooking Matter Course: Pizza Bake-Off -Food Memory Essays—Make your selections 	<ul style="list-style-type: none"> - Draw conclusions about the author's purpose. (9.7.1) -Determine meanings of words using contextual and structural clues and through the use of definition, inference, example, restatement, or contrast. (9.3.1)

		(9.3.6.) -Use the features of informational text to reach supported conclusions. (9.4.2)
BIO + Garden	-Type final draft of revised recipe poem -Finish reading second food memory essay -Film: The Garden -Analysis questions and discussion about film -Complete paragraphs: seed parts and germination	- Use the features of informational text to reach supported conclusions. (9.4.2) -Offer one's own opinion assertively without dominating (9.16.3) -Analyze advertisements, entertainment and news programs for how they affect targeted audiences. (9.18.1) -Make informed judgments about television, radio, and film productions. (9.18.3)
LA + Kitchen	-Prewriting for personal narrative: My Meal Memories -Field tip: Oregon Culinary Institute -Debrief trip: career options + connections	Determine meanings of words using contextual and structural clues and through the use of definition, inference, example, restatement, or contrast. (9.3.1) (9.3.6.)
BIO + Garden	-Share variables and hypothesis -Graph germination process -Begin typing lab report -Garden Project -Field Guide Project: Finish research and begin creating guide card + requirements	-Determine meanings of words using contextual and structural clues and through the use of definition, inference, example, restatement, or contrast. (9.3.1) (9.3.6.) - Use the features of informational text to reach supported conclusions. (9.4.2) -9-10.RST.3Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. -9-10.WHST.9Draw evidence from informational texts to support analysis, reflection, and research.
Bio + LA+ Garden + Kitchen	-Field Trip: Sauvie Island -Farm tour, berry picking, lunch -Farm reflection through poetry: Synthesis of garden interdependent relationship between gardening and food production	9-10.WHST.7Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA	-Hand in completed Reading Reflection Sheet -Narrative Elements & Techniques (stations) -Formatting -Type rough draft	Writing Modes (10.13) -Develop characters of appropriate complexity. (N) -Exclude extraneous details and inconsistencies. (N) -Reveal the significance of, the subject and events. (N) -Develop a commonplace, specific occasion as the basis for the reflection. (N)
LA + Kitchen	-Guess whose great line! -Return rough drafts for revision -Self+ peer revision -Type final draft -Complete graph on lab report -Make pesto -Pesto pasta as snack	- Engage readers with an interesting introduction and ending paragraph. (9.12.2) -Develop a thesis, providing connections and insights. (9.12.1) -Provide details/examples to support ideas developed into separate paragraphs. (9.12.2) -Use variety of facts/descriptive words to

	-Clean kitchen	<p>paint an image in the mind of reader. (9.12.4)</p> <p>-Use varied sentence types (9.12.5)</p> <p>- Conventions (9.12.6)</p>
Bio+ Kitchen	<p>-Finish: lab report, field guide submission, food memory essay</p> <p>-Farmers Market Prep in Teams</p> <p>-Chef Janette Kaden: Salsa</p> <p>-Make and package salsa for market</p>	<p>-Summarize sequence of events (9.5.1), (9.8.1)</p> <p>-9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>-9-10.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
Bio + LA+ Kitchen +Garden	<p>-Final preparations for market</p> <p>-Market set up and signage</p> <p>-Revisiting customer service</p> <p>-Farmers Market</p> <p>-Course reflections</p> <p>-Clean up</p>	<p>-Initiate new topics in addition to responding to adult-initiated topics. (9.15.4)</p> <p>-Actively solicit another person's comment or opinion. (9.16.2)</p> <p>-Offer one's own opinion assertively without dominating (9.16.3)</p>